

**WORMLEY C of E PRIMARY SCHOOL (VC)**



# **School Equality Scheme**

**Policy last reviewed – Autumn 2018**

**Policy next review – Spring 2022**

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## 1. Vision and Values

### *Our equality vision and the values that underpin school life*

At Wormley C of E Primary School (VC), we understand that treating people equally does not necessarily involve treating everyone the same (Equalities Act 2010). This policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and diversity within the school community that is celebrated and valued.

This Policy integrates our statutory duties surrounding sex, race, disability, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity and promoting community cohesion. The duties cover staff, pupils and people using the services of the school such as parents and external community users. It also includes our priorities to eliminate discrimination and harassment in these protected characteristics.

## 2. School Context

### *The characteristics of our school (as at November 2018)*

Wormley C of E Primary School is a two form entry school with 454 children at present, with a capacity for 480. It is the largest primary school in the Diocese of St. Albans.

Wormley C of E Primary School (VC) is a two form entry school, which is larger than most other voluntary controlled schools in Hertfordshire. Most pupils come from White British families. The proportion of pupils from minority ethnic backgrounds is increasing but below the national average. The proportion of children with English as an additional language is below the national average. A small proportion of pupils come from a Traveller heritage yet is well-above the national average. The proportion of pupils with special educational needs and/or disabilities, including those pupils with a statement of special educational needs is above the national average. A fifth of the pupil population are considered economically disadvantaged and above average amount of pupils are currently eligible for free school meals (16%).

<b>Characteristic</b>	<b>Total</b>	<b>Breakdown (number and %)</b>
Number of pupils	454	Number and 46% Female Number and 54% Male
Number of staff	83	95% Female 5% Male
Number of governors	13	61.5% Female 38.4% Male
Religious character		Christian 41%; No religion or unknown 21%, Roman Catholic 8%, Muslim 5%, Other 7% 15% Not completed, 2% Refused
Attainment on entry		Attainment on entry is below the expected standard for their age, overall.
Pupils eligible for FSM	72	School 16% National 13.7%
Disadvantaged pupils (PPF)	94	School 20%
Deprivation factor		Wormley & Turnford are amongst the 30% most deprived neighbourhoods in the country

Disabled staff	0	
Pupils with SEN		106 children (24%) School Support 6 children with EHCP (1%)
BME pupils	147	33% BME (SIMS Nov 2018)
BME staff		3% (SIMS Nov 2018)
Pupils who speak English as an additional language	67	15% EAL (SIMS Nov 2018)
Average attendance rate		96.8% (SIMS Nov 2018)
Significant partnerships, extended provision, etc.		HABS, St Laurence Church, Broxbourne Church, Wormley Big Local, Equipping Kids
Awards, accreditations, specialist status		Healthy Schools status; International Schools Award , Forest School, Herts EY Quality Standard,

### 3. Admissions And Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on any protected characteristic. Admissions into Reception through to Year 6 are coordinated by the Hertfordshire admissions rules.

<https://www.hertfordshire.gov.uk/services/schools-and-education/school-admissions/primary-junior-and-middle-schools/admission-rules-primary-junior-and-middle-schools/admission-rules-primary-junior-and-middle-schools.aspx>

Nursery admissions are the responsibility of the school. More information can be found at [www.wormleyprimary.co.uk](http://www.wormleyprimary.co.uk)

Exclusions will always follow the policy as agreed by the Governing body. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### 4. Equal Opportunities For Employees

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All appointments and promotions are made based on merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

As an employer, we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender reassignment and faith or religion are overtly considered when appointing staff or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- monitoring recruitment and retention
- continued professional development opportunities for all staff

- leadership commitment to equality of opportunity for all
- frequent review of key policies including Harassment & Bullying; Grievance; Whistleblowing; Code of Conduct

## 5. Legal Background

### The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

### General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

### The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty ( PSED)

#### *The specific duties require schools to:*

- *Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.*
- *To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.*

### **Protected Characteristics**

*The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:*

- *age (for staff only)*
- *disability*
- *ethnicity and race*
- *gender (sex)*
- *gender identity and reassignment*
- *pregnancy, maternity, paternity and breastfeeding*
- *religion and belief*
- *sexual orientation*

This school is also committed to protect all members of our community from discrimination and harassment based on these additional characteristics:

- *socio-economic background*

- *CLA*
- *physical appearance*

## 6. Disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- people with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities
- Section 18 has been amended so that individuals with a mental illness no longer must demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities

At **Wormley C of E Primary School (VC)** we implement accessibility plans which are aimed at:

1. Increasing access to the **curriculum**;
2. Making improvements to the **physical environment** of the school to increase access; and
3. Making written **information accessible** to pupils in a range of different ways

The school has a duty to make reasonable adjustments to ensure that disabled members of the school community and visitors do not receive less favourable treatment.

At Wormley Primary School, provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs.

These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.

### **Community Cohesion**

*Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.*

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socio-economic groups. We have a separate plan to address issues within multicultural Britain including diversity in the local community that outlines our community cohesion action plan and intended outcomes. We have incorporated our priorities into our Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

## 7. Roles and Responsibilities and Published Information

### *Chain of accountability*

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

### *Commitment to implementation*

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. Annually, managers and key staff will report to the Headteacher on actions and progress. Annually there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

### **Commitment to review**

The school equality scheme will be aligned with the School Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

### **Commitment to Publish**

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action. These will be found on the school's website: [www.wormleyprimary.co.uk](http://www.wormleyprimary.co.uk)

### **Commitment to Action**

	<b>Governors will:</b>
Policy Development	<ul style="list-style-type: none"><li>• Provide leadership and drive for the development and regular review of the school's equality and other policies</li></ul>
Policy Implementation	<ul style="list-style-type: none"><li>• Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies</li><li>• Highlight good practice and promote it throughout the school and wider community</li></ul>
Behaviour	<ul style="list-style-type: none"><li>• Provide appropriate role models for all managers, staff and pupils</li><li>• Congratulate examples of good practice from the school and among individual managers, staff and pupils</li><li>• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li></ul>
Public Sector Duties	<ul style="list-style-type: none"><li>• Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)</li></ul>
	<b>Headteachers and senior staff will:</b>
Policy Development	<ul style="list-style-type: none"><li>• Initiate and oversee the development and regular review of equality policies and procedures</li><li>• Consult pupils, staff and stakeholders in the development and review of the policies</li></ul>

Policy Implementation	<ul style="list-style-type: none"> <li>• Ensure the effective communication of the policies to all pupils, staff and stakeholders</li> <li>• Ensure that managers and staff are trained as necessary to carry out the policies</li> <li>• Oversee the effective implementation of the policies</li> <li>• Hold line managers accountable for effective policy implementation</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>• Provide appropriate role models for all managers, staff and pupils</li> <li>• Highlight good practice from departments, individual managers, staff and pupils</li> <li>• Provide mechanisms for the sharing of good practice</li> <li>• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li> </ul>
Public Sector Duties	<ul style="list-style-type: none"> <li>• Ensure that the school carries out its statutory duties effectively</li> </ul>

**Line managers will:**

Policy Development	<ul style="list-style-type: none"> <li>• Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard</li> </ul>
Policy Implementation	<ul style="list-style-type: none"> <li>• Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary</li> <li>• Be accountable for the behaviour of the staff team, individual members of staff and pupils</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>• Behave in accordance with the school's policies, leading by example</li> <li>• Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)</li> </ul>
Public Sector Duties	<ul style="list-style-type: none"> <li>• Contribute to managing the implementation of the school's equality scheme</li> </ul>

**All staff: teaching and non-teaching will:**

Policy Development	<ul style="list-style-type: none"> <li>• Contribute to consultations and reviews</li> <li>• Raise issues with line managers which could contribute to policy review and development</li> </ul>
Policy Implementation	<ul style="list-style-type: none"> <li>• Maintain awareness of the school's current equality policy and procedures</li> <li>• Implement the policy as it applies to staff and pupils</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>• Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme</li> <li>• Provide a consistent response to incidents, e.g. bullying cases and racist incidents</li> </ul>
Public Sector Duties	<ul style="list-style-type: none"> <li>• Contribute to the implementation of the school's equality scheme</li> </ul>

## 8. Engagement

*Involving our learners, parents / carers and others*

*It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils, Governors and parents/carers.*

We have achieved this by using the following to shape the plan:

- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, Pupil Parliament, pupil reports
- Review of school development plan and other self evaluation
- Issues raised in annual reviews or reviews of progress on Personal Learning Plan reviews, mentoring and support;
- Feedback from the parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting;
- Discussion and reporting at Governing body meetings.

The school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community.

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, pupils, staff, governors, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

## **9. Using information – Equality Impact Assessment, data and other information**

### *Evaluating the impact in terms of outcomes*

#### **Impact assessment statement**

In writing and reviewing all school policies the equality impact will be assessed with regard to all forms of unlawful discrimination. Therefore, for each policy to be reviewed, we will add a standard impact review page which will both aid and record this assessment.

## **10. Our School's Equality Objectives**

### **Key priorities for action**

Achievements to date:

Wormley is judged to be a good school. Ofsted (2016) reported the following statements:

*Your school motto 'have faith, show respect, take responsibility and achieve' is being lived out by all.*

*Pupils describe their school as 'challenging', 'epic', amazing' and 'a great place to be'.*

*One parent said: 'Wormley School is a place where my children are excited and keen to go every morning. I have seen my children's confidence and characters blossom under excellent teaching.'*

*There are very few incidents relating to bullying, and when they do occur, they are investigated thoroughly. Additionally, pupils reported that disputes were usually 'over*

*silly things’ and ‘it is never anything to do with people having a different religion or different colour of skin’. Pupils commonly agree that ‘everyone is treated the same, whatever we believe or our differences’.*

The latest (2016) Statutory Inspection of Anglican and Methodist Schools judged Wormley CofE as Outstanding and reported...

*Pupils have a very good understanding of diversity and respect the wide diversity within their own school, whether it is ethnicity, faith or learning needs. Parents, stating that the school is a very inclusive school, are very supportive of the wide-ranging opportunities pupils have to study different faiths.*

*A pupil, who had recently moved from the school to a secondary school stated, ‘The school feels like home, it helps you through incidents at home, at school and out of school’*

*Pupils in greater need of support for their learning speak confidently of the help they receive from other pupils and adults.*

**List of equality objectives:**

<b>Equality Objectives</b>	<b>Protected Characteristic</b>
<b>Objective 1:</b> To address the ‘word gap’ for disadvantaged pupils and develop language acquisition for all children, particularly in the Early Years.	Socio-economic background Disability Gender Ethnicity & race
<b>Objective 2:</b> To ensure all children have access to the curriculum, particularly those with complex learning needs.	Race Disability Gender Socio-economic background CLA
<b>Objective 3:</b> Promote positive mental health and well-being of all pupils and staff	All

Signed and agreed by:

Governor Representative: \_\_\_\_\_ date \_\_\_\_\_

SLT Representative: \_\_\_\_\_ date \_\_\_\_\_

Scheme last reviewed – Autumn 2018

Scheme next review - Spring 2022

## 11. Action Plan

<b>Equality Objective 1:</b> To address the 'word gap' for disadvantaged pupils and develop language acquisition for all children, particularly in the Early Years.		
<b>General Duty</b> <ul style="list-style-type: none"> <li>■ eliminate discrimination</li> <li>■ advance equality of opportunity</li> <li>■ foster good relations</li> </ul>		
<b>Protected Characteristic</b> <ul style="list-style-type: none"> <li>● disability</li> <li>● ethnicity and race</li> <li>● Socio-economic background</li> <li>● gender (sex)</li> </ul>		
<b>Responsibility</b>	<b>Measurable Success Indicator</b>	<b>Review Milestones</b>
Head Senior leaders Teachers Curriculum Leader Phase Leaders SENCOs	<ul style="list-style-type: none"> <li>● Children are exposed to a wide range of words and phrases</li> <li>● Children have a greater understanding of texts because they understand the vocabulary</li> <li>● Vocabulary walls become a useful resource for children</li> <li>● Teachers refer often to new vocabulary and encourage children to use it</li> </ul>	Reviewed by EY phase leader and literacy  Learning walks by SLT and phase leaders  Termly SDP review with teachers

<b>Equality Objective 2:</b> To ensure all children have access to the curriculum, particularly those with complex learning needs.		
<b>General Duty</b> <ul style="list-style-type: none"> <li>■ eliminate discrimination</li> <li>■ advance equality of opportunity</li> <li>■ foster good relations</li> </ul>		
<b>Protected Characteristic</b> <ul style="list-style-type: none"> <li>● disability</li> <li>● ethnicity and race</li> <li>● Socio-economic background</li> </ul>		
<b>Responsibility</b>	<b>Measurable Success Indicator</b>	<b>Review Milestones</b>

<p>Head Senior leaders Teachers Curriculum Leader Phase Leaders SENCOs</p>	<ul style="list-style-type: none"> <li>● All children make sustained progress from their starting points and some make substantial progress</li> <li>● Learning is matched to the age/needs of all children</li> <li>● Children understand what they are learning and why, enjoy the learning activities and know how to judge their success</li> <li>● Where children have specific plans, e.g. learning plans or an EHCP, they achieve their targets</li> </ul>	<p>Reviewed by EY phase leader and literacy</p> <p>Learning walks by SLT and phase leaders</p> <p>Termly SDP review with teachers</p>
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<p><b>Equality Objective 3:</b> Promote positive mental health and well-being of all pupils and staff.</p>		
<p><b>General Duty</b></p> <ul style="list-style-type: none"> <li>■ eliminate discrimination</li> <li>■ advance equality of opportunity</li> <li>■ foster good relations</li> </ul>		
<p><b>Protected Characteristic</b></p> <ul style="list-style-type: none"> <li>● disability</li> <li>● ethnicity and race</li> <li>● Socio-economic background &amp; CLA</li> <li>● gender (sex), gender identity &amp; gender reassignment</li> <li>● religion and belief</li> <li>● sexual orientation</li> </ul>		
<p><b>Responsibility</b></p>	<p><b>Measurable Success Indicator</b></p>	<p><b>Review Milestones</b></p>
<p>Head Senior leaders Teachers Curriculum Leader Phase Leaders SENCOs</p>	<ul style="list-style-type: none"> <li>● Achieve national well-being award</li> <li>● Children and adults have a better awareness of positive well-being</li> <li>● Children with mental health difficulties are identified early and the appropriate referrals are made to specialist</li> </ul>	<p>Reviewed by Wellbeing team</p> <p>Pupil and staff surveys</p>